



Course Outline – FN 4460B Nutrition Counselling

General Information

Course #: FN 4460B
Section #: 001
Term: Winter
Year: 2024-25

Course Day and Time:
Course Location:

Instructor Information

Name: Dr. Dworatzek
E-mail: pdworatz@uwo.ca
Telephone number for office appointments: Please arrange by email
Office hours for students: By appointment (virtual, by zoom, preferred)
Office location:

Course Description

A study of the counselling theories relevant to nutrition and dietetics. Cases specific to nutrition will be discussed.

Prerequisite(s): Foods and Nutrition 3344A/B and Foods and Nutrition 3351A/B. Registration in the Honours Specialization in Nutrition and Dietetics.

Required Course Materials

Textbook: Bauer KD, Liou D. Nutrition Counseling and Education Skill Development. 4th Ed. Cengage Learning Inc., Boston, MA, USA. 2021.

Links from bookstore (note: they use FDN instead of FN for the course code):

- FDN4460B SEC530 https://bookstore.uwo.ca/textbook-search?campus=BR&term=W2023B&courses%5B0%5D=530_BR/FDN4460B
- FDN4460B SEC531 https://bookstore.uwo.ca/textbook-search?campus=BR&term=W2023B&courses%5B0%5D=531_BR/FDN4460B

Readings will be posted on OWL.

Integrated Competencies for Dietetic Education and Practice. Version 3.0, 2020. Available at: <https://www.pdep.ca/library/PDEP-Policies/Integrated-Competencies-For-Dietetic-Education-And.aspx>

Optional Course Materials

Motivational Interviewing in Nutrition and Fitness. Clifford D and Curtis L. The Guilford Press, New York, USA. 2016. Link to library e-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044448118805163

Holli BB, Beto JA. Nutrition Counseling and Education Skills: A Guide for Professionals. 7th Ed. Jones and Bartlett Learning. Burlington, MA, USA. 2018.

Dietitians of Canada. Practice Evidence-based Nutrition (PEN). Knowledge Pathway: Counselling Strategies. www.pennutrition.com (requires login)

Learning Outcomes

This 4th year required course is a capstone course, meaning that you are expected to integrate all of your learnings up to this point so that you can apply your knowledge in discussions, skill-building activities, simulations, and case studies.

Upon successful completion of this course, students will be able to demonstrate competencies in Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing by:

1. demonstrating understanding of EDID (equity, diversity, inclusion, and decolonization) and how it pertains to nutrition counselling (Communication, Critical Thinking, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing)
2. conducting self-assessments and engaging in self-reflection as it pertains to nutrition counselling (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing)
3. demonstrating understanding and application of ethical and legal aspects of nutrition counselling (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing);
4. demonstrating understanding, application, and assessment of communication, behaviour change, and counselling theories and strategies (Communication, Critical Thinking, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing);
5. demonstrating the ability to gather, review, and interpret client-centred information and to develop, evaluate, and modify appropriate nutrition counselling strategies to support a nutrition care plan (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing).

Integrated Competencies for Dietetic Education and Practice (ICDEP)

The ICDEP consist of 7 interrelated Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision.

For more information on ICDEP competencies please visit the UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION site.

Teaching Methodology and Expectations of Students

In-person lectures, discussions, activities, and role play will be used to learn the theories and strategies of nutrition counselling. Students are expected to **come to class prepared**, having read **required readings** and **ready to participate**. This is often referred to as flipped learning, which allows for more discussion, problem-solving, and application during lectures.

Specific Course Policies:

1. Assignments are due on the date and time noted. Late assignments will be reduced by 10% of the value of the assignment for each day late. Assignments more than seven days late will NOT be accepted without academic accommodation.
2. **Regrading:** If you receive a grade on an assignment that you wish to have reevaluated, please re-read the assignment instructions and review the grading scheme and comments carefully. If you are still convinced that you have not received the grade that you deserve, prepare a half-page written explanation highlighting where and why you should have earned a different grade, and submit it with the original assignment and marking scheme. The assignment will be reevaluated based on the strength of your explanation as well as the assignment instructions and grading scheme. There is no guarantee that your grade will go up after re-evaluation, in fact, it could go down. Remember to communicate respectfully and clearly why you believe a grade should be reconsidered. Requests for regrades should be submitted within two weeks of return of an assignment.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, including but not limited to writing assistants (e.g., ChatGPT, QuillBot) and translation services (e.g., Google translate), in university courses is subject to the Brescia Policy on the Use of Generative AI in Course Assessment. Use of generative AI tools when prohibited or in a way not specifically allowed is a scholastic offence and subject to the penalties for a scholastic offence outlined in the Academic Calendar.

Students are encouraged to make use of technology including generative artificial intelligence tools, to contribute to their understanding of the course materials. Using generative AI, including ChatGPT or other AI writing assistants for graded course assessments is a scholastic offence which may be subject to the penalties outlined in the academic calendar. When you use AI to do your work, you are submitting work for academic credit that is not your own.

Evaluation

Component	Weight	Date/ Deadline	Learning Outcome
Self-assessment of Bias – Harvard Bias Assessment: https://implicit.harvard.edu/implicit/takeatest.html	5%	Jan 13	1,2
Capstone project to create a client counselling video (to incorporate behaviour change and/or counselling theories / EDID / ethical aspects, etc.); provide peer feedback on OWL; and deliver a nutrition education demonstration	65% total Video design (10%) Video (20%) Peer feedback (15%) Nutrition education demonstration (20%)	Video design, Feb 7 Video, March 14 Peer feedback, March 24 Nutrition education demo, In class Apr 1	1-5
2-hour Online exam (includes K, KH, and SH questions)	20%	During final exam schedule, date TBD	1-5
Participation	10%	ongoing	1-5

Academic Accommodation

Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Course Content

Topics will be covered in the approximate order listed and dates indicated are meant as a guideline.

Weekly Organizer: CHECK OWL FOR COURSE READINGS AND SLIDES 3-5 DAYS BEFORE CLASS

Week	Day	Description	Proposed Readings (Changes/Additions posted on OWL) and/or Assignments Due
1	Jan 7	Course Outline, Introduction to Nutrition Counselling, Self-assessment of Bias	<p>Nutrition Counseling and Education Skill Development Textbook: Chapter 1. Understanding an Effective Counseling Relationship</p> <p>Sukhera J et al. Implicit Bias and the Feedback Paradox: Exploring how health professionals engage with feedback while questioning its credibility. Acad Med. 2019;94:1204-1210.</p>
2	Jan 14	EDID (Equity, Diversity, Inclusion and Decolonization), Cultural Competence, Cultural Humility	<p>Self-assessment of bias due Jan 13</p> <p>Lissette Ochoa, (tentative guest speaker) – 2 hours</p> <p>Textbook: Chapter 9 (9.1, 9.3, 9.7, 9.9, 9.12). Communication with Diverse Population Groups</p> <p>Tervalon M, Murray-Garcia J. Cultural humility vs cultural competence. J Health Care Poor Underserv. 1998;9(2):117-125.</p> <p>Cultural Humility Video: https://www.youtube.com/watch?v=SaSHLbS1V4w</p> <p>Mosby I, Galloway T. “Hunger was never absent”: How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada. CMAJ. 2017;189(32):E1043-E1045.</p> <p>Residential School Video: https://cns-scn.ca/education-portal/view/special-webinar-out-of-the-darkness-and-into-the-light</p>
3	Jan 21	Behaviour Change and Counselling Theories Considerations in counselling (language, disabilities, trauma /abuse, grief / palliative care, addictions)	<p>Textbook: Chapter 2, up to 2.10. Frameworks for Understanding and Attaining Behaviour Change</p> <p>Dennett C. Trauma-informed nutrition care. Today’s Dietitian. 2021;23(6):36.</p> <p>Banasiak K, Cleary D, Bajurny V, et al. Language Matters – A Diabetes Canada Consensus Statement. Can J Diab. 2020;44:370-73.</p>

4	Jan 28	Health Literacy, Communications	Vahabi M. The impact of health communication on health-related decision making: A review of evidence. Health Education. 2007;107(1):27-41. Textbook: Chapter 3. Communication Essentials Video Design due Feb 7
5	Feb 4	Interviewing: Interview process, Rapport, Physical space, Types of questions, Types of responses	Textbook: Chapter 4. Meeting Your Client: The Counseling Interview Chapter 5 – 5.1, 5.2, 5.8. Developing a Nutrition Care Plan: Putting It All Together
6	Feb 11	Counselling: Client-centred, Types of Counselling, Goal Setting	Chapter 6. Promoting Change to Facilitate Self-Management
Reading week			
7	Feb 25	Motivational Interviewing: Spirit and Processes	Textbook: Chapter 2.11 -2.14. Motivational Interviewing
8	Mar 4	Motivational Interviewing: Processes and Skills (OARS)	Readings on OWL
9	Mar 11	Social Networks, Mindful Eating, Relapse Prevention,	Chapter 7 (7.1, 7.2, 7.4-7.8). Making Behavior Change Last Video due March 14
10	Mar 18	Closing Counselling, Evaluation, Professional Self-care, Interprofessional Practice	Chapter section 13.8. Self-Care Peer feedback due March 24

11	Mar 25	Jurisprudence, Ethical and Legal Considerations	Samantha Thiessen and Diane Candiotta, College of Dietitians of Ontario (virtual guest speakers) Case review and readings (as posted on OWL) required before class
12	Apr 1	Nutrition Education Demonstrations	Nutrition Education Demonstration due in class, Apr 1

FHS Common Course Outline Attachment

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Statement on Gender-Based and Sexual Violence

Western [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum

health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca/).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you

paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic advising unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of an event that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this

course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. This appeal need not be in writing. If the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

Your appeal letter does not need to be lengthy, but it should clearly indicate the detailed reason(s) for your request, any circumstances that impacted your ability to perform successfully, and the relief you are requesting. You are encouraged to provide supporting documentation if you identify extenuating circumstances that contributed to your situation. The Office of the Ombudsperson has extensive information available on their website (<https://uwo.ca/ombuds/get-help.html>) related to academic appeals.